DOCUMENT RESUME

ED 055 392 EC 040 156

TITLE	Training of Nonprofessionals in Early Childhood Education Centers. Vol. 1, No. 11.
INSTITUTION	Texas Univ., Austin. Dept. of Special Education.
SPONS AGENCY	Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
PUB DATE	71
GRANT	OEG-0-9-531306-(031)
NOTE	85p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Early Childhood Education; *Exceptional Child Education; Handicapped Children; *Instructional Staff; *Nonprofessional Personnel; Program Descriptions; *Teacher Aides

ABSTRACT

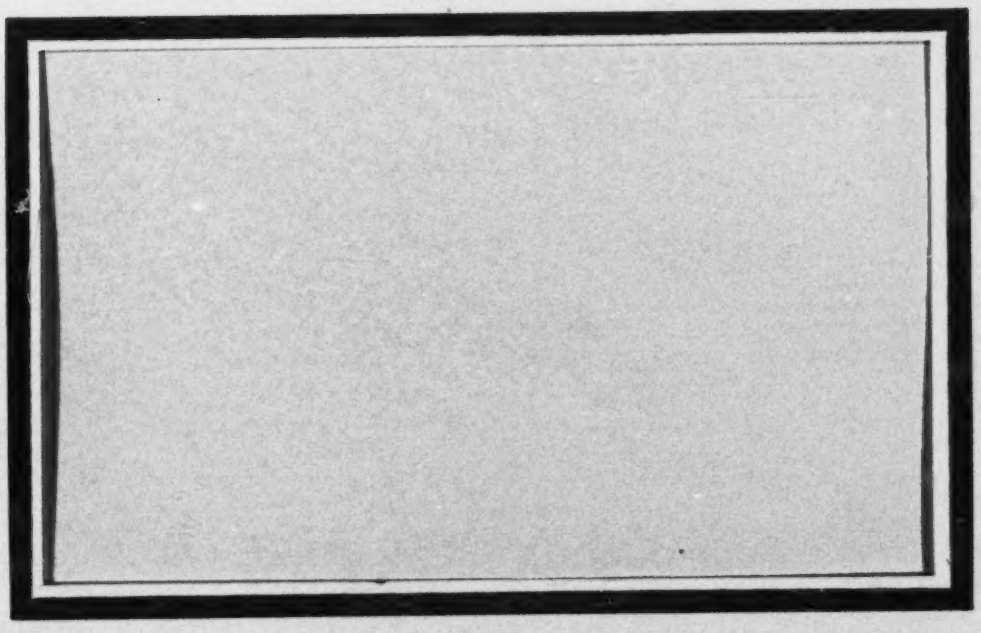
Written for personnel in early childhood education who are planning training programs for nonprofessionals, the paper outlines a program for training instructional aides who will be actively involved in the teaching process, unlike volunteers or teacher aides. Some major problems and general guidelines for training and employing nonprofessionals in early childhood education centers are presented. The major portion of the document is devoted to a detailed description of the 2-year training program for instructional aides at the Houston Speech and Hearing Center, planned in cooperation with the Houston Vocational Guidance Service - New Careers. Basic educational training and a salary for the trainees was provided by New Careers personnel, while the Center provided the on-the-job training and assumed one-half of the trainees' salaries during the second year of training. Trainees underwent instructional aide training after completing basic teacher aide training. Described are coordination of the two organizations, content of courses taught, sample schedules, involvement of regular teaching staff, job descriptions for each sequence of the program, characteristics of trainees, sample trainee projects, and evaluation methods. (KW)

ED055392

EARLY CHILDHOOD EDUCATION FOR HANDICAPPED CHILDREN

THE DEPARTMENT OF SPECIAL EDUCATION
THE UNIVERSITY OF TEXAS AT AUSTIN

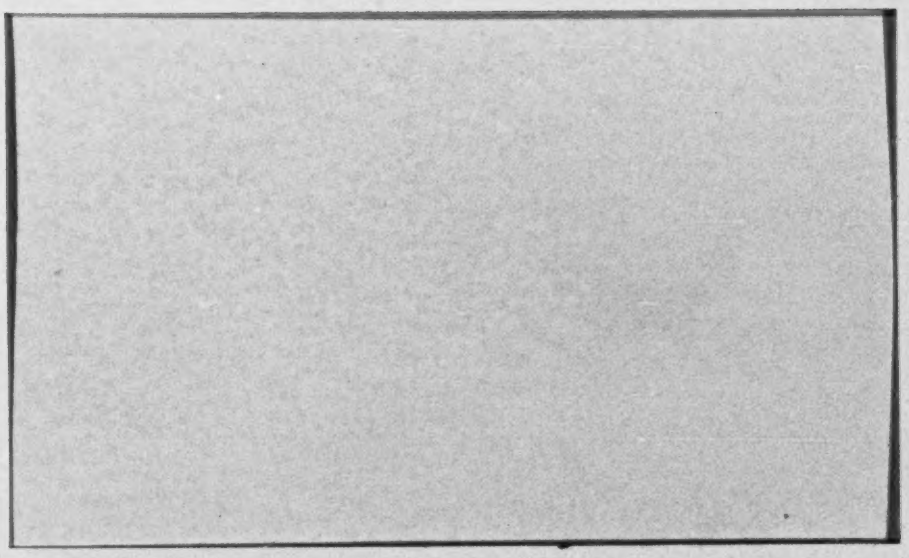
STAFF TRAINING



A MONOGRAPH

FUNDED BY: THE BUREAU OF EDUCATION FOR THE HANDICAPPED, UNITED STATES OFFICE OF EDUCATION

EC [redacted] 040 156 E



A PUBLICATION OF:
Staff Training of Exemplary Early Childhood Education Centers for Handicapped Children

Funded by a grant from the Bureau of Education for the Handicapped, U.S.O.E.
PROJECT NUMBER OEG-0-9-531306-(031)

ED055392

THE UNIVERSITY OF TEXAS AT AUSTIN

Program for Staff Training of Exemplary Early Childhood Centers

for Handicapped Children

Jasper Harvey
Project Director

Anne H. Adams
Associate Director

P R E S E N T S

THE DISTINGUISHED STAFF TRAINING MONOGRAPH SERIES

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEH REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

TRAINING OF NONPROFESSIONALS

IN

EARLY CHILDHOOD EDUCATION CENTERS

by

Anne Rister

Supervisor, Houston Speech and Hearing Center

Vol.I No.11

The project presented or reported herein was performed pursuant to a Grant from the U. S. Office of Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U. S. Office of Education, and no official endorsement by the U. S. Office of Education should be inferred.

Table of Contents

TRAINING OF NONPROFESSIONALS IN EARLY CHILDHOOD EDUCATION CENTERS

GUIDELINES FOR TRAINING AND EMPLOYING NONPROFESSIONALS IN EARLY CHILDHOOD EDUCATION CENTERS..... 1

Major Problems..... 1

Guidelines..... 2

Liaison..... 2

Funding..... 3

Salary..... 3

Preplanning..... 4

Staff Involvement..... 5

Training Program..... 5

Selection of Trainees..... 8

Professional's Role Changes..... 9

Supervision.....10

DESCRIPTION OF THE TRAINING PROGRAM FOR INSTRUCTIONAL AIDES AT HOUSTON SPEECH AND HEARING CENTER.....11

New Careers 11

Qualifications.....12

TRAINING PHASE I.....12

At New Careers.....12

Trainee Characteristics.....12

Group Counselling.....13

At Houston Speech and Hearing Center.....14

Appointment of Administrative Committee and Supervisor.....14

Content of Orientation Courses Taught by New Careers Staff.....14

Staff Involvement.....15

Policy Decisions.....16

Sample Schedule for Teacher Aide.....49

Assignments of Aides to Teachers.....49

Instructional Aide Trainee.....50

Lesson Plans.....51

Teach One Activity.....51

Emergence of a Master Teacher Facilitator.....53

Staff Evaluates Trainees.....54

Training Program Evaluated by Trainees.....57

Ground Rules.....57

Vocational Training.....59

Trainees Attend College.....59

Second Year of Training.....59

Sample Schedule for Instructional Aide Trainee.....60

Assignments.....61

Planning Field Trips.....61

Supervisor Observes.....62

Graduation.....62

Employment as Instructional Aide.....63

Schedule for Instructional Aide.....63

Parent Conferences.....64

Sample Group Conference for Parents.....65

Supervisor Continues to Observe Classes: Sample Observation.....66

Aides Demand Individuality.....69

Conclusion.....72

Career Ladder.....16

Scope of the Program.....17

Trainee's Weekly Schedule.....17

Sequence of the Program.....18

Job Description for Teacher Aide Trainee.....19

Job Description for Teacher Aide.....21

Job Description for Instructional Aide Trainee.....22

Job Description for Instructional Aide.....25

Vocational Training Lectures.....26

Problem Areas Solved by Planning.....26

Characteristics of a Good Teacher Aide.....29

Characteristics of a Good Instructional Aide.....31

Interviewing.....32

TRAINING PHASE II.....33

Teacher Aide Trainee.....33

Schedule for First Day.....34

Schedule for First Month.....35

How to Observe Children.....36

Sample Classroom Observation.....37

Sample Schedule for Teacher Aide Trainee.....38

Teacher Aide.....39

Sample Guide for a Teacher Aide to Follow in the Classroom.....39

Sample Projects for Aides.....41

Involvement with Children.....41

Observation Room Report.....43

Sample Project for Teacher Aides: Picture Files.....44

Vocational Training Lectures.....45

Preface

With the addition of early childhood education to our school curriculum, there will be an even greater need for teachers. Much of what teachers have done can be successfully performed by non-professionals if properly supervised. The concept of supportive personnel is not new. They have been used in medicine and health fields for many years. It is time that they are trained and used in schools to fill the manpower gap.

This paper is written for the personnel in early childhood education who are planning to conduct a training program for non-professionals. It is not intended as a philosophical approach but a practical one which asks the questions and offers possible solutions born out of experience. The program as outlined is not meant to be used to train volunteers nor merely teacher helpers but to train Instructional Aides who will be actively involved in the teaching process.

GUIDELINES FOR TRAINING AND EMPLOYING NONPROFESSIONALS IN EARLY CHILDHOOD EDUCATION CENTERS

Nonprofessionals have been used as supportive personnel for teachers for several years. Many teachers are enthusiastic about their value while others consider them more trouble to keep busy than they are worth.

The Governor's Committee on Public School Education in Texas in 1968 reported, "An overwhelming majority--82 percent--of the teachers would like to have the services of a paraprofessional aide, but only three in ten have such assistance."

Since most people believe Teacher Aides will be necessary to fill the manpower shortage and to help offset the spiraling costs of education, it seems worthwhile to take a fresh look at some of the problems.

Major Problems

1. Training of the nonprofessional has been haphazard at its best and nonexistent in many cases.
2. Teachers who were assigned nonprofessionals as Aides received no training and had no choice in the selection of Aides.
3. Definition of the job of the nonprofessional is often not clear so that neither the Aide nor the teacher knows what to expect.
4. Parents of the children served by the Teacher Aide have not been properly educated to appreciate the worth of her services.
5. The background of the person who would apply for the job of Teacher Aide would often bring unforeseen problems involving racial, cultural, and language differences to the staff.

Adequate solutions to the problems may not be found in this paper but questions will be raised and problems stated to stir others, hopefully, to try new methods as solutions. New models of training must be sought.

Guidelines

- Who will provide the training program?
- There may be existing programs, such as New Careers, offered as vocational education, which could train personnel.
- The academic setting may provide training in a community college or junior college and offer certification.
- Your own institution may provide the entire training program if certification seems unimportant.

Caution:

- A Trainee cannot be expected to work a full day and take courses at night.
- Training is needed but should be of the in-service, on-the-job type in a one-to-one situation rather than lengthy and elaborate academic training in advance of the practical experience.

LIAISON

If an institution other than your own provides part of the training, these questions need to be answered.

- What are the qualifications and background of the Trainees upon entrance? Training programs are built around the person who is chosen to be trained.
- What is the content of the courses the Trainees will have

had before they are assigned to your institution? Will counselling be a part of the program for the Trainee? If not, how will individual problems and complaints of the Trainees and institutions be handled?

Caution:

. Provision for coordination between agencies must be made.

. One person in each agency designated as coordinator may facilitate communication.

FUNDING

. Who will finance the training program?

SALARY

. Will the Trainee receive a salary while in training?

. What will be the starting salary?

It should be higher that housekeeping employees but not as high as clerical employees in the beginning.

. Will the salary be the same throughout the training program?

One way to make the Trainee feel she is advancing is to give her a series of small increases, even five cents an hour. Leave room to give an increase upon graduation.

Caution:

. Keep the Trainees informed as to the salary they will receive upon graduation and maximum they may expect to receive thereafter.

. The salary of the nonprofessional cannot be equal to or even close to that of the professional at any time.

PREPLANNING

- Administrative decisions must be made. A Committee may be appointed to suggest direction.
- Will Trainees or graduates of the program be entitled to benefits enjoyed by your professional staff: hospitalization, retirement, sick leave, vacation, credit union?
- Changes in your policy book may need to be made as you anticipate Trainees and their eventual employment.
- Will Trainees or graduates use the staff lounge, have keys to the building, have their names on the door, have mail slots?
- Where will the Trainee stay while in training? Will you provide a home room for Trainees? Where do they hang coats, put lunches, get coffee? Where do they park cars?
- Who keeps time sheets for Trainees?
- How will you inform parents that Aides are being trained to work with their children?
- How will you inform your volunteer organization? Will you still have a need for them?

Caution:

- An entire training program must be planned but adjustments will need to be made as the program progresses.
- A Supervisor for the total training program must be named. Allow time in her schedule for this.
- Your total staff must be involved if they are to pull with you rather than against you.
- If parents pay for services, you can anticipate problems.
- If your staff has not been racially integrated previously, you may anticipate integration with the addition of Teacher Aides. Be prepared by preplanning as much as possible.

. Many little problems will arise. The solutions are best when decided upon by a committee rather than one person.

STAFF INVOLVEMENT

Meet with your staff. Make assignments. Listen to them. Ask questions.

. Do they want Teacher Aides?

. What do they expect Teacher Aides to do for them?

. How do they view their own jobs? Can they write a job description for themselves? For a Teacher Aide?

. What are the traits most desirable in a Teacher Aide?

. Do they believe a Teacher Aide can perform some teaching activities?

. What kind of supervision would an Aide need?

. What are the steps involved in training to arrive at the level of competency required to perform the jobs listed for Teacher Aides?

. What portion of the training of Aides could they provide?

. How many Aides could they handle in an on-the-job training program?

Caution:

. Your own staff will be the biggest obstacle to the use of Aides unless you can sell them on the value of Aides. Expect resistance and be prepared to meet it.

TRAINING PROGRAM

. How to proceed to arrive at a model for a training program? Using the information your staff has supplied concerning their jobs, decide what you want the graduate Aide to do for your

agency and work backwards. Develop a career ladder with job description of specific duties, salary, and title for each level. Training must be provided to make sure the skills for each job are taught.

. Provide an orientation period of several days or weeks designed to:

1) Allow trainees to view the overall program
2) Strengthen their basic education skills
3) In general, prepare them for a work setting in a professional atmosphere they had heretofore not experienced.

At the conclusion of the orientation period, the staff and the Trainees can decide if the program will continue for each Trainee. Many people think they enjoy a job until they have tried it. Valuable training time is not spent if you provide this choice early in the training program.

. Do you have easy jobs but useful ones which could be performed with a minimum of instruction? These can be used for the first assignments. Vocational training lectures should proceed the actual performance of the task. On-the-job training assignments should follow lectures so Trainees can practice while the instructions are still fresh on their minds.

. Who will provide the training? The entire staff may help with the training. All have something to contribute. With the ratio of one teacher to one Aide, the professionals provide on-the-job training. Group instruction can be given to Aides by the staff on a rotating basis if they are given time in their schedule.

. How long will the training program last? The length of time depends on background of the person as he enters and what you expect him to accomplish by graduation. Be sure to allow enough time for change to take place if there are problems with oral language skills, for example.

Suggestions:

. Give reason for jobs as they are assigned. For example: "Clean the storage closets." The job is not so unpalatable if this explanation is offered: "You will discover and remember what materials are available by going through the closets. You learn by doing."

. Limit contact with children and parents in the beginning.

. Emphasize how to observe children.

. Your institution needs a written curriculum guide if you are planning to teach someone to teach.

. If reading material is suggested, keep it simple, provide time during the work day to read it, follow up with a written assignment or discussion of it. From the beginning, do not make assignments unless you follow through to see that they are completed. Assign a time for completion and demand adherence to it to establish good work habits.

. Title changes are important to Trainees. They are indications that advancement is made.

. As more contact with the children is expected, provide appropriate vocational training lectures including normal child growth and development.

- If handicapped children are in the classes, teach specifics needed to work with those children--not theory.
- Encourage Aides to think of any contact with the children as a "teaching" situation.
- Encourage Aides to share ideas.
- Provide for field trips to other agencies and to community attractions.

SELECTION OF TRAINEES

- How many will you train? You will lose some but you must be cautioned not to train more than the number needed to fill existing positions.
- Before interviewing candidates, prepare a list of questions to ask. For example: "Do you like children?" "If you have small children, who cares for them?" "Education?" "Age?"
- You learn about their oral language skills from the interview. You learn about their written language skills from the information supplied on the application. Make sure at least one question needs to be answered by a paragraph.

Caution:

- Oral language skills tend to improve faster than written language skills if your applicants are from environmentally deprived groups.
- Men have not been suitable as Aides when the professional staff were women.
- The job of an Aide does not necessarily demand a strong, forceful personality. In many respects, it may be a detriment.

- Make provisions for dismissal of undesirable Aides.
- Since the entire training program is based on the background and experience of the person you will be training, there may need to be adjustments after the selection of the Aides.

PROFESSIONAL'S ROLE CHANGES

- The role of the professional will change. She must be a Supervisor to her Aide. She must spend time planning if she is to keep an Aide busy. Nothing in her training has prepared her for this role. She needs time and encouragement to acquire these skills. Realize you are training professionals to use Aides while training Aides.
- The teacher and Aide should have a voice in permanent assignments so that they are mutually satisfactory.

Suggestions:

- Have the teacher write her expectations for the Aide who will be working with her. If the teacher writes her instructions, she tends to organize better and is forced to plan.
- Since most of the training is done by the teacher it is necessary for the teacher and her Aide to have time set aside each day to discuss plans.
- The teacher needs to find ways to make the Aide feel important and useful to the educational program.
- The teacher should follow up what she thinks she has taught by asking questions often and making written assignments occasionally. When lesson plans are required, they should list goals and activities which are clearly defined.

These should be turned in to the teacher early enough for correction and revision.

. Professionals should evaluate Aides and offer suggestions for further training.

SUPERVISION

. Who will supervise the total training program in your agency?

Suggestions for the Supervisor:

. Trainees dislike being wrong. Don't assume they know how to handle a situation. Tell them. Handle complaints between professional staff and the nonprofessionals.

. Tell Aides specifically what procedure to follow in case of illness.

. Have group meetings for professionals to discuss problems concerning nonprofessionals.

. Have group meetings with nonprofessionals to listen to their views.

. Observe the work of the Teacher Aide routinely. Let her suggest a convenient time. Be specific with criticism and suggest ways to correct mistakes.

. Supervision takes time. Be available to answer questions.

. Evaluation of their work is demanded by Trainees.

. A handbook of specific expectations of Aides and their supervising teachers would be helpful. The Trainee needs to know limits of what she will be asked to do. The teacher needs to know exactly what to expect of a Trainee at each level.

DESCRIPTION OF THE TRAINING PROGRAM FOR INSTRUCTIONAL AIDES AT HOUSTON SPEECH AND HEARING CENTER

The knowledge of a program designed to train supportive personnel came about in a casual encounter over the luncheon table in 1967. Upon further investigation, it was found that the Houston Vocational Guidance Service--New Careers, affiliated with the Concentrated Employment Program, funded by the U. S. Department of Labor through the Harris County Community Action Association, was looking for host agencies who were willing to take part in training nonprofessionals for jobs that had not previously existed. The Houston Speech and Hearing Center offered its facilities as a host agency to train Instructional Aides. The remainder of this paper will be a description of the way in which they were trained.

NEW CAREERS

The New Careers plan for a two-year training program consisted of two phases, during which basic educational training and a salary for the Trainees was provided by New Careers personnel with the host agency contributing to the vocational and on-the-job training, as well as assuming one-half of the salary of the Trainees during the second year of training.

Training and jobs included hospital work, Teacher Aide work, city jobs, probation case work assistance, labor union trainee work and similar jobs. Training became academically more difficult as it progressed and at the upper rung of the program involved work at the academic level of college courses. Training was in the areas of service and assistance rather than in manual skill occupations.

Qualifications

Prospective New Careers Trainees met C.E.P. guidelines and were at least 22 years of age. Preference was given in the following order:

1. Trainees actually functioning (on tests) on the highest academic level in the language arts (minimum of a tested seventh grade reading level)
2. Trainees who completed the most schooling or appeared to be academically gifted
3. Trainees who were best suited to deal with ideas rather than things

TRAINING PHASE I

AT NEW CAREERS

Phase I consisted of a four-weeks orientation period with the Trainee spending his time at the New Careers office to learn specifics: how to dress appropriately for a job, how to behave during an interview, the role of a nonprofessional in relation to the professional staff, etc. The Trainees were tested to find their general educational level as well as reading, spelling, arithmetic levels with appropriate basic education courses taught to improve their abilities.

Trainee Characteristics

These characteristics were reported by the Houston Vocational Guidance--New Careers office in March, 1968, concerning 163 Trainees:

1. Ethnic--147 Negro, 7 White, 9 Mexican-American
2. Age--157 were ages 22 to 44, 6 were ages 45 to 61
3. Sex--16 males, 147 females
4. Educational attainment--11 indicated grade 8 and below, 57 indicated grades 9-11, 77 indicated high school graduate and 18 indicated beyond high school

Actual levels of academic performance were reported to be different from that reflected by the grade completed. The test scores revealed that the majority of the 163 Trainees read, worked arithmetic and used correct written language at the seventh and eighth grade level with not one of these 163 Trainees scoring above the eleventh grade level.

Group Counseling

The Houston New Careers project directors decided on the technique of combining good counselling and guidance with good teaching. Both areas involve guiding the person to discover problem-solving methods for himself and provide a supportive atmosphere for the student to develop his skills in a nonthreatening setting. The majority were high school dropouts and ways had to be sought to motivate them to bring their level of academic achievement at least up to the level of the school grade they had completed.

Each Trainee was assigned a counsellor and participated in two group counselling sessions each week during orientation. Group counselling seemed mandatory in a program of this type. During the sessions the following areas were pursued:

1. Complaints were aired
2. Questions were raised and discussed about the future
3. Discussion of fears each had gave them a feeling of belonging to a group who shared the same feeling of aloneness
4. How identification with a group could give them feelings of safety and security was discussed.

Through counselling sessions, the Trainee developed a feeling of identification with a group and a close relationship developed with a New Careers staff member.

AT HOUSTON SPEECH AND HEARING CENTER

Appointment of Administrative Committee and Supervisor

The Director of the Houston Speech and Hearing Center appointed a member of the staff to serve as Supervisor of the New Careers Training Program. The Supervisor along with two other staff members were appointed as the Committee in charge of administrative decisions concerned with the New Careers Program.

The Supervisor met with the other agency Supervisors involved in similar training programs. They were told the content of the courses to be covered during orientation at the New Careers office.

Content of Orientation Courses Taught by New Careers Staff

1. Communication Skills
   a. Reading
   b. Spelling
   c. Parts of speech
   d. Composition skills
   e. Vocabulary skills
   f. Oral skills
2. Basic Mathematics
3. Social Services
   a. Study of agencies in the area
   b. Budgeting
   c. Interviewing techniques
   d. Government
4. Health, General and Physical Science

5. Social Skills

a. Grooming

1) Dress

2) Posture

3) Personal hygiene

4) Lunch hour etiquette

b. General office conduct

1) Punctuality

2) Dealing with criticism

3) Answering the phone

4) Smoking

c. Enrichment

City offers newspapers, theatre, museums, etc.

Assignments were given the Supervisors to make a Job Description and Career Ladder. They were alerted that in two weeks interviews with Trainees in the agencies would be set up to choose Trainees to enter each agency.

The Committee at Houston Speech and Hearing Center received the startling information that in addition to their regular duties, a complete two-year educational program for jobs which never before existed must be dreamed up and put on paper in two short weeks.

Staff Involvement at Houston Speech and Hearing Center

The Committee called a meeting of the professional staff to discuss the program that would be initiated. It came as a shock to a professional staff, whose minimum educational standards for employment had been a Master's Degree and clinical certification by American Speech and Hearing Association, that an addition of nonprofessionals to the staff would be considered. The

staff was encouraged to think about the many duties that each performed which might be performed by someone else with less formal education but with training. Each was asked to submit, in writing, what he considered to be a description of the specific duties entailed in carrying out his job. It was an eye-opener to many staff members just how much of their day was involved in duties which they later admitted might be carried out by an "assistant."

Policy Decisions

After weighing pros and cons, the Committee suggested to the Board of Directors that we embark on a two-year training program for the preparation of nine Teacher Aides who would serve as Instructional Aides. Since the Center staff follows a written curriculum guide to be used with preschool handicapped children providing six levels of step-by-step instruction, it was felt the Aides could ultimately teach children on a specific level with close supervision. The employment of several such trained Instructional Aides with a supervising teacher would make better use of teachers with higher education and allow the same number of children to be taught with the outlay of less money for salaries.

Career Ladder

By deciding, in general, what the "graduate" from the training program would be doing, the steps to arrive at that job could be planned.

. Teacher Aide Trainee

Assists the professional staff in those duties involving the operation of speech and hearing equipment; keeps records of children enrolled in classes.

. Teacher Aide

Assists the professional staff in those duties assigned by the teacher.

. Instructional Aide Trainee

Begins to work with children with speech, hearing and language disorders under the supervision of the teacher.

. Instructional Aide

Assists the teacher in all phases of teaching and managing children in a hearing, speech and language program.

Scope of the Program

Three levels of on-the-job training were outlined with each level representing a certain amount of time spent at that level and a small increase in salary (5 to 10¢ per hour) given upon completion of that level. New Careers paid the salary (minimum hourly wages) for the entire first year and one-half the salary for the second year. The Agency paid the other half of the salary the second year.

A. Phase I: Orientation at New Careers Office - 1 month

B. Phase II: Houston Speech and Hearing Center

1. Teacher Aide Trainee - 1 month
2. Teacher Aide - 1 month
3. Instructional Aide Trainee - 21 months

C. Employment as Instructional Aide at the end of two years

Trainee's Weekly Schedule

1. Ten (10) hours Basic Education Courses provided by New Careers personnel who would come to the Center

2. Ten (10) hours Vocational Training were to be provided by the staff of the Center
3. Twenty (20) hours were to be devoted to on-the-job training at the Center

The implementation of on-the-job-training concept was important to New Careers. The rationale was that mature adults could not be expected to study all day and that the 20 hours per week could be time spent helping the agency in miscellaneous jobs which would repay the agency for the 10 hours of vocational training which they must provide without pay.

Sequence of the Program

The detailed Job Descriptions which each teacher turned in was used as a basis for developing the sequence of vocational training that would be provided. Each duty that a teacher performed, no matter how small, was written on index cards, then arranged from easiest to execute to the ones involving the most training or judgment to perform. The simplest tasks were assigned to the Teacher Aide Trainee level. Tasks were taught first in vocational training lectures and performed by the Trainee the first week in on-the-job-training blocks of time. Each of the tasks were assigned with the full realization that some Trainees might become good Teacher Aides but never acquire the skills to move into the more difficult role of Instructional Aide.

JOB DESCRIPTION FOR TEACHER AIDE TRAINEE

Housekeeping Tasks

1. Maintains general attractiveness of the classroom
2. Insures cleanliness and good order in the classroom
3. Arranges the room for daily work and special occasions
4. Cares for plants, aquarium and other living displays
5. Arranges furniture for various learning activities and experiences
6. Cleans blackboard and erasers and provides chalk
7. Organizes classroom closets
8. Wipes up spills
9. Maintains supply of cups, kleenex, paper towels

Responsibilities Related to Instruction

1. Gets children from waiting room for class
2. Assists children with coats
3. Gets children seated when class begins
4. Observes teacher teaching
5. Brings back children who leave the group during a lesson
6. Takes children to rest room
7. Assists teacher on field trips
8. Helps children wash hands
9. Pushes children who are in wheel chairs
10. Babysits
11. Gets coats from coat room
12. Checks to see that children take their toys or coats home when they leave
13. Returns children to the waiting room from class
14. Stays with children after class until mothers arrive

Materials and Equipment

1. Prepares materials on duplicating machine, typewriter, ditto, paper cutter, construction paper, paste
2. Takes proper care of materials and keeps materials in order
3. Catalogs library books
4. Catalogs new materials
5. Operates professional library (checks shelves, sends notices for overdue books)
6. Decorates bulletin board
7. Draws stencils
8. Operates audio-visual aids equipment

Clerical Tasks

1. Uses forms to request certain materials. Learns where and how teaching materials are obtained
2. Keeps roll book up to date and turns it in to cashier at end of week
3. Answers phone if it rings during class and takes message
4. Checks teacher's mailbox and puts notices on her desk
5. Gets refreshments from cupboard, refrigerator
6. Answers door if someone comes during class
7. Keeps teacher's folders up to date, records information as she requires
8. Secures and delivers folders, messages, typing, etc.
9. Files teacher's materials
10. Checks observation door to see if locked
11. Keeps the classroom calendar for daily and special events
12. Makes special or unique arrangements for the day

Contact with Parents Limited:

1. Takes parents into observation room, turns on amplification, makes sure there are enough chairs and the shades are up
2. Looks for a mother (even if next door) if a child has an accident

JOB DESCRIPTION FOR TEACHER AIDE

In addition to those jobs listed under Job Description for Teacher's Aide Trainee:

Responsibilities Related to Instruction

1. Puts written material on blackboard
2. Learns to record language samples
3. Teaches children to dry their hands
4. Writes up observations of children for reassessment and counselling
5. While teacher is working with children, Aide should observe quietly but assist when needed
6. Observes activities in class for written reports
7. Carries out an activity with the children planned by the teacher; for example, serving cookies and juice

Materials and Equipment

1. Enlarges picture file
2. Cuts and draws pictures for use by the children
3. Catalogs library books

Clerical Tasks

1. Checks roll daily
2. Files folders

3. Writes messages on interagency communication sheets
4. Conducts tours for groups such as Girl Scouts

Supervisory Activities of the Aide

1. Supervises class-to-class movement
2. Supervises hallways, toilets, drinking fountains
3. Supervises playground
4. Supervises children before and after class
5. Supervises whole class activity during teacher conferences, in-service training, emergencies or professional absence from classroom
6. Supervises the moving of children to and from all activities
7. Knows and helps children to observe all regulations and rules of the school

JOB DESCRIPTION FOR AN INSTRUCTIONAL AIDE TRAINEE

Under the direct supervision of a teacher or the Supervisor:

Instructional Responsibilities

1. Begins teaching a class following the prepared lesson plan under observation of the teacher
2. Learns the curriculum content of the classes she teaches
3. Writes lesson plans and teaches a simple activity such as using peg boards to teach number concepts
4. Begins to plan and teach the lesson under observation of the teacher
5. Learns appropriate curriculum goals to set for the class
6. Learns to control the class
7. Learns to be creative on her own

8. Learns to read folders with the guidance of the Supervisor to decide appropriate records to be kept on each child
9. Learns to write reports on children and their progress in class
10. Calls roll daily and keeps records of attendance

Materials

1. Learns how to select and shop for extra supplies and materials
2. Prepares materials for class use

Professional Growth Activities

1. Reads journals and other professional literature
2. Attends conventions and appropriate professional meetings
3. Attends and participates in staff-in-service training programs

Parent Contact

1. Learns how to talk to parents--what to say, not to say, etc.
2. Attends and participates in group and individual conferences held between Supervisor and parents
3. Begins to initiate and accept phone calls from parents
4. Begins to talk briefly with parents before and after class
5. Begins to gather home-training hints to pass on to parents

Duties Related to Specific Disabilities of Children in an Educational Program

A. Hearing Impairment
   1. If working with hearing-impaired children, learns how to get good listening and looking skills going
   2. Knows how to change hearing aid batteries and put an ear insert in child's ear--makes sure aid is turned to appropriate setting

3. Tests batteries

4. Assists the audiologist in administering a hearing test

B. Motor Problems

1. Walks children for exercise during breaks if child needs assistance

2. May render any special assistance needed by the patient

a. picks up a dropped pencil

b. pushes children who cannot manipulate wheel chair; helps them to the bathroom

c. sharpens pencils

d. cuts out pictures

e. turns pages in the child's book

f. writes child's name on his paper

g. assists child in drinking from cup

3. Learns to assist with locking and unlocking braces

4. Observes child in physical therapy and occupational therapy to learn expectations for child in these areas in class

C. Vision Impairment

1. Learns how to get the child with vision problems to move out into the environment by observing and assisting teachers of the partially sighted

2. Learns to what extent expectations in hand skills must be modified if child is visually impaired

3. Learns size of print and type of pictures and other visual aids he may use successfully

JOB DESCRIPTION FOR INSTRUCTIONAL AIDE

In addition to those jobs listed under Job Description for Instructional Aide Trainee:

Under the direct supervision of a teacher or Supervisor:

Responsibilities Related to Instruction

1. Teaches classes with minimum assistance from the teacher
2. Makes lesson plans from organized curriculum guides but final plans are approved for use by teacher
3. Makes decisions as to materials to use; prepares and purchases simple materials
4. Schedules and arranges field trips for her class with final approval by teacher

Record Keeping

1. Performs routine record keeping tasks such as attendance, folders
2. Writes teacher's progress reports with assistance
3. Appraises children's abilities and liabilities at specified times for report writing

Parent Contact

1. Teaches class so parents can observe techniques they may use at home
2. Holds some conferences with parents pertaining to daily class activities with teacher holding conferences dealing with answers to questions involving professional opinions and judgment
3. Develops some material to be used for parent conferences such as current newspaper articles on how preschool children learn

Relationship with Volunteers and Aides

Learns to make good use of Aides and volunteers in her instructional program utilizing some of the guidelines which were followed in her initial training

Vocational Training Lectures

Lectures to teach each task were arranged to precede the actual performance of that task. For example, how to file folders was taught specifically for the file system in the building. The lecturer gave general principles relating to file systems, took the Trainees on a tour of the file room, demonstrated how to file folders, then supervised while several persons filed folders. The on-the-job-training assignment later that same day was to file the folders which had accumulated for several days.

The schedule showed that lectures were divided among the staff to give the Trainees experience with several staff members, providing the opportunity for the staff to share in this addition to the work load, and to add variety to the Trainee's schedule.

Problem Areas Solved by Planning

Often during the day, Committee members would contact each other with "Had you thought of this?" or "How will we handle that?" A multitude of small and even large problems requiring decisions needed to be resolved.

Additions to the existing policy book for the Center had to be amended to provide for the starting salary for Trainees and the salary when employed later as Instructional Aides. The insurance man was contacted to

be sure that they could join the hospitalization plan and a date to join was secured. The decision was made by the Board that they could join the retirement program and the Credit Union. Vacation time and sick leave could not be arranged in advance because of New Careers' lack of provision for this in their budget. The Parking Committee had to secure parking places and make assignments.

After much deliberation, the decision was made to withhold keys to the building from Trainees until they completed the program. A room for New Careers to use for the Basic Education they would provide had to be made available. It was finally agreed that the room would be made available as a home room for them, thereby providing a place for books, coats, and lunches to be left during the day. Baskets for miscellaneous work to be done each day were placed in that room. Their mail slots were installed for individual messages.

A procedure was worked out with New Careers for dismissal of a Trainee who proved undesirable. A counsellor would be provided by their office to work closely with the Supervisor as a liaison between agencies. The Supervisor would recommend dismissal and the Counsellor would implement it by reassigning the Trainee to another agency after further testing and group therapy, if indicated.

The staff gathered again to discuss ideas that could make the new program work more smoothly. It would be the first experience they had had with racial integration of the staff. Those staff members who looked forward to such an experience outweighed those who were indifferent or opposed to the idea. The discussion revealed three problems which needed consideration:

1. The staff lounge and lunch room would be available to office personnel, New Careers Trainees and professional staff.
2. The members of the Women's Auxiliary, a group of volunteers, were concerned as to their status. They had to be assured that they were still needed as this was a training program. When the teacher left the classroom to hold parent conferences, the Trainee would accompany her. The Women's Auxiliary volunteers would still be needed to stay with the children as they had in the past.
3. The parents of the children served were prepared by letter for the addition of new personnel in classrooms. This letter was sent to each parent. It is interesting to note that not one parent took his child from the program at that time.

Dear Parent:

In a few weeks we will be initiating a training program at the Center which is designed to provide new careers for the persons entering training.

The purpose of this letter is to apprise you of the program so that when you see a new face in the classroom with your children you will be aware of the reason and to assure you that your present teacher will still be working with your children.

Through this program we hope to provide trained people who will ultimately be working in areas of Houston where children with speech and hearing handicaps do not now get help.

Sometime in the next few weeks we will hold several meetings with the parents so that more details can be brought to you and we can answer your questions.

Very truly yours,

_____
Director

Desirable Qualifications in Trainees

The Committee asked the staff to meet once again to discuss personal qualities, as well as educational background, to look for when the Trainees were interviewed. Volunteers had been used as Aides by the teachers. They were asked to compile a list of traits which they felt had made them designate one volunteer as a good Aide. To take it one step further, they were asked to think of characteristics which had made them rate certain Aides "good teachers." These lists were compiled.

Characteristics of a Good Teacher Aide

A group of teachers who use Aides decided these traits are very desirable in Aides:

As a Person

1. Agreeable, easy to live with
2. Neat, professional in appearance
3. Pleasant voice and adequate articulation
4. An enthusiastic attitude
5. Expressive face
6. Willing to learn
7. Ability to "keep cool" in an emergency

Attitude Towards Work

8. Regular in attendance
9. Punctual
10. If unable to attend due to illness, gives notice to supervising teacher
11. Serious about her work

12. Willingness to substitute for another teacher if need arises

13. Willingness to do assigned tasks not of a routine nature

Relationship with Children

14. Likes children

15. Does not pity the children but tries to understand their problems

16. Can get down on the level of the children

17. Has patience

18. Shows no favoritism

19. Takes an interest in the children, learns about the family and interests of each child

20. Maintains good control of the children in the teacher's absence

Relationship with Parents

21. Courteous

22. Refuses to discuss the children's problems but refers the parents to the supervising teacher

Relationship with Supervising Teacher

23. Leaves decision-making to the teacher

24. Follows the teacher's lesson plans and instructions if at all possible

25. Does not have to be reminded of work the teacher has asked to have done

26. When she has questions or complaints, goes directly to the teacher with them

27. Feels free to ask the teacher about children and their problems but is careful it is not overheard by children or parents

28. Willing to observe the teacher to learn basic operation of the class, and to take suggestions from the teacher
29. Anticipates the teacher's needs
30. Can observe teacher's activities and recreate them in the teacher's absence
31. Prepares materials neatly and accurately
32. Stores materials properly and cleans room adequately

Characteristics of a Good Instructional Aide

All of the characteristics of a Good Teacher's Aide with these additions:

1. Possesses adequate written language skills
2. Has adequate handwriting
3. Develops insight towards language and learning skills
4. Learns to develop adequate lesson plans
5. Can handle groups of children successfully
6. No longer must depend entirely on the supervising teacher but can be creative enough to suggest activities, find new materials, and bring in fresh ideas
7. Can think of something to do with children if assigned activities go faster than anticipated
8. Develops good relationship with parents as well as with their children
9. Teaches the parent as well as the child so that the parent can provide carryover at home with regard to language that is being developed at school
10. Can find answers for parents who have specific questions

Interviewing

Only a few weeks passed from the first time New Careers had been heard of to the day nine candidates were interviewed to fill the seven positions that our agency agreed to provide as Teacher Aide Trainees and two as Audiology Assistants (which will not be further discussed in this paper).

The interviewing of the applicants to the Center was conducted by the Committee. Investigation showed these areas (and resulting responses) to be the most significant:

1. Age: 22 to 30 years
2. Number of children: 0 to 5
3. Who cared for the children if preschool age? Day Care and relatives
4. Who would care for the children if they were ill? Relatives
5. Were you planning more children in the near future? No
6. Level of education: Some high school to 2 years college
7. Do you want to continue your education? Yes
8. Work experience: Day laborer, maid, worker in nursery school
9. Probing into feelings about children: Indicated they liked working with children
10. Health and stamina: Good
11. Family background: Most were from out of state seeking better opportunity; 3 men and 5 women were Negro; one woman was Mexican-American
12. Appearance: Neat and attractively dressed
13. Speech and language: Those with the best speech were chosen but all had fair to poor sentence structure; Written language ranged from fair to very poor

The Counsellor assured us the areas of oral and written language would be improved in their Basic Education Program. The enthusiasm of the Counsellor for the good qualities the men possessed caused the Committee to accept three men which later proved to be a mistake. The reasons seemed to be: men expected to make more money than the position of Aide could ever pay; they could not tolerate being told what to do by women on the staff.

TRAINING PHASE II

TEACHER AIDE TRAINEE

Titles changed from New Careers Trainee to Teacher Aide Trainee. As previously outlined, the program for Phase II consisted of 1) ten hours a week of vocational education courses taught by the Center staff, 2) twenty hours a week on-the-job training, and 3) ten hours continued basic education courses taught at the Center by the Counsellor from the New Careers office. In addition to teaching basic English and continuing her efforts at improving the speech of the Trainees, the Counsellor, a Negro, could help the Supervisor understand some of the problems the Trainees faced. Many conference hours were spent learning to communicate so that solutions could be found to common problems.

Time sheets were kept by the Supervisor to be picked up by the Counsellor as the Trainees were paid each week. The importance of attendance and punctuality had to be stressed continuously. It was difficult for the Trainees to understand why they could not be off if their pay was docked. The necessity for a Teacher Aide to be there everyday had to be stressed.

Their first day on the job was planned in detail but an effort was made to allow them to move slowly.

Schedule

First Day

8:30 Trainees were greeted in the waiting room by the Supervisor and led to their meeting room which was named "Trainees Conference Room." A schedule of activities for a week was given to them.

8:40 Greetings from the Director. Highlights of his talk:

1) their new venture was also new for the staff
2) all would have to learn as they traveled together
3) they were entering a profession where punching the time clock was not as important as completing the job
4) the history of the Center

9:15 The Associate Director went over the Policy Book of Practices and Principles pointing out each section which affected them.

9:45 Coffee break. They were shown restrooms and taken to the snack bar.

10:00 The Supervisor gave a short introduction to the entire program at the Center and then took them on a tour of the building.

11:30 Questions were encouraged and answers were provided or notes made to find answers for them.

12:00 They purchased sandwiches at the snack bar and returned to the library to eat and meet with the teaching staff in the weekly staff meeting.

1:00 Basic education was conducted by the New Careers Counsellor.

3:00 The Associate Director returned with a policy book for each Trainee and an assignment to read certain pages.

3:30 Break

4:00 - 5:00 Each Trainee was assigned to a specific staff member and met in his room to discuss the program.

Month's Schedule

The schedule for the entire month as Teacher Aide Trainee included these features:

1. Vocational education was provided in lectures delivered to the group of Trainees at specified times by members of our staff on a rotating basis. Lecture topics included:
    a) Orientation and a tour of the Center
    b) Policies and practices at the Center
    c) Procedure for assembling forms
    d) How to be an observer in the classroom
    e) How to file, make telephone calls, request folders and forms from office personnel
    f) Operation of visual aids equipment
    g) Organization of storage closets
    h) Making materials--stencils, mounting pictures
    i) Copying audiograms
    j) Cataloguing books in the professional library

2. Information was aimed at orienting the Trainees to a speech, hearing and language program while at the same time teaching them specific jobs so that they were actually working part of each day from the beginning of the program.

3. Every facet of the program was included in their observations, from audiological testing to a class for mothers of nursery-aged children. Specific suggestions on how to observe were given daily before they went to observe a class or diagnostic session.

How to Observe Children

a) Take notes about:

Type of class (or assessment) you are observing

Level of class you are observing

Age of children; problems they have

Prosthetic devices they use

Goals of class (or assessment)

Different activities involved in the class (or tests)

b) Watch all who are involved (not just the child but teacher, parents, examiner, too)

c) Watch entire class period or assessment period

d) Do not distract by leaving the room, smoking, or talking

e) Do not talk to other observers in observation room

4. Appropriate reading material was placed on the table in their conference room from time to time: Grade Teacher, Volta Review, American Education, Parents, etc.

5. They were included in parties, staff meetings, given written memos in their mail slots.

6. Specific jobs, such as stapling forms together, were left on the work table in the Conference Room for their on-the-job-training work period. Care was taken to be sure they had received a previous lecture so that they knew exactly how to perform the task successfully, no matter how simple. Supervison had to be given or some would let others assume their share of the work load. Teaching sharing to adults was challenging, but those who stayed learned it. Without supervision the morning paper was often read.

7. Written assignments were made to check what they had learned but oral checks had to be used, also. These were used not for grading but for planning what needed emphasing in the training program. The following is a sample of a written assignment which was turned in:

Classroom Observation

> The children were learning the different kinds of food. The teacher would let each child pick out a vegetable or drink then she would say to put it on the top shelf, bottom shelf or middle shelf. When the children put on Can goods on the shelves they had to buy them back with money. The teacher was trying to learn them how to count and how to pay for things. Each child would tell if he like the vegetables. When the teacher asked what kind of vegetables they like she was trying to get them to talk. The children were four years old.

8. The Counsellor and Supervisor worked closely on problems such as a request from the Trainees for a suggestion box. One was provided and the first suggestion read "too much basic education."

One solution was to coordinate programs. For example, Trainees made their book reports on How Children Learn to Talk, or Office of Education booklets such as Enjoy Your Child Ages 1, 2, 3.

9. Each teacher had a different Trainee assigned to her each day until she had worked with all of them. Each teacher related in different ways to each Trainee and each taught different skills. The Trainees were told to expect to work for the teacher in exchange for time she spent training them.

Sample Schedule for Teacher Aide Trainee:

8:30 - 9:45	Lecture and demonstration of operation of visual aids equipment
9:45 - 10:00	Break
10:00 - 11:00	Practice operating visual aids equipment
11:00 - 12:00	Assist teacher by operating the visual aid equipment which was assigned to be learned in the morning lecture
12:00 - 1:00	Lunch
1:00 - 3:00	Basic education
3:00 - 3:30	Assist teacher with refreshments and dismissing children
3:30 - 4:00	Break
4:00 - 5:00	Assist teacher in cleaning the room and gathering new materials

TEACHER AIDE

The beginning of the second month in the Center brought a new title to the Trainees. They were then referred to as Teacher Aides. They were assigned to one teacher for an entire week and were expected to learn that teacher's routine in order to be of more assistance to her. Since all teachers have different personalities and teaching styles, each was asked to write out a guide that the Aides could follow while working with her.

Example of a Guide for a Teacher Aide

The following notes and reminders have been compiled with the purpose of making your association with the children and me more pleasant and profitable.

1. Please make a list of the names of the children in the particular class in which you will be working. This list may be obtained from the secretary. This will enable you to make a quicker mental association of the children with their names as I introduce them to you. You might keep a small slip of paper with their names (and identifying trait) in your pocket, e.g., Caroline--brownish blond, straight hair.

2. Please be prompt in coming to class for there is much that needs to be accomplished each period.

3. Since my children have hearing impairment, please try to knock or pound on the door before entering, in this way the children will be alerted to your entrance. Do not enter until the children acknowledge your knock and we ask you to enter.

4. Never forget that these hard-of-hearing children are intelligent and will do as directed if you will maintain control of the classroom as a secure but firm adult, rather than a wishy-washy or too bossy person.

5. It is important that you talk to these children all the time that you are there. However, do not expect a verbal response for every question that you ask. They may not have the words for it just yet. Talk to them as normal-hearing children. Do not talk in stilted speech or in baby talk. Baby talk and stilted speech (such as "ball, ball, ball," or"juice? juice? juice?") is a detriment rather than a help to the children.

6. Make sure that the children are watching you when you give them directions to put the toys away, etc.

7. Please be ready to dismiss the children on time. About five minutes before the end of the period, I suggest that you begin the "clean-up" brigade and have the children return their toys to the proper place.

8. I shall suggest the activity to you which the children might enjoy that day. If the activity suggested is "Free Play" with the toys in the first cabinet from the blackboard, I suggest that:

    a) <u>You</u> give a child <u>one</u> <u>toy</u> at a time.

    b) You must get the toy out of the cabinet. The child should not be allowed to go through the cabinets and take out more toys than he can handle.

    c) If the child decides that he wants to play with a different toy, he should return to you his first toy before he gets a second one.

I should like to say here that you are playing a vital role in the smooth-functioning of our language development classes for hearing-impaired children. I certainly appreciate your help. If you can think of any more points that should be listed on this paper, please mention them to me, so that a better guide sheet may be made.

Thanks,

Sue R_____

Though initial duties in the classroom may appear to be trivial, they gave the Aide time to learn about preschool children and how best to manage them. The housekeeping tasks were good ways for them to investigate the materials that are best suited to various ages. Duties that would normally be busy work for the teacher were ways of having the Aides participate, learn by doing, and feel their services were needed. The staff soon discovered that they had to be very specific and it was much better to write procedures they wanted followed.

Sample of Projects for Aides

A. Assemble boxes of props and pictures to be used for acting out nursery rhymes and stories.

Example: Little Miss Muffet

1. Pictures

   a. picture of girl

   b. picture of girl sitting down

   c. picture of girl sitting down and eating

   d. picture of spider

   e. picture of spider sitting by girl

   f. picture of spider sitting by girl throwing food in air because she is scared

2. Props

   a. bowl

   b. spoon

   c. spider

B. Put all in a box and label it

   Little Miss Muffet: sequence story and props for play acting

Involvement of Aides with Children

One teacher was teaching groups of hearing-impaired toddlers ranging in age from eighteen months to three years. The Trainee working with her began participating with the children by bringing a child back if he strayed from the group, helping a child off and on with his coat, or assisting a youngster in drinking from a cup or drying his hands.

Later, a discussion on how language might be taught around routine activities such as these would be held with the Aide. Language skills

which had become habits with the teacher in teaching a hearing-impaired child, had to be taught to an Aide. For example, in helping a child put his coat on, the teacher would bend down in front of him and hold his coat near him directing his attention to her lips. She would say phrases such as "Put it on," "It's cold outside," "Put your hand in," etc. The Aide had to be reminded "This is language teaching."

The Aide had the responsibility for teaching a simple activity, such as having the children roll the ball to each other, by following the teacher's suggestions while the teacher remained in the classroom. Gradually, the teacher could explain the activity listed in her lesson plan book, turn the class over to the Aide and then observe from the observation room. At the next break in their schedule, the two of them would discuss the Aide's performance and decide on possible improvements in her technique. By the end of the week, the teacher could leave the Aide alone with the children for fifteen to twenty minutes, which allowed her to have a conference with parents.

As report writing time drew near, the teacher wanted specific answers or observations about each child in her class. The Aides were given the task of watching a designated child from the observation room for specified periods of time. The Aide turned in the written report to the teacher. These observations were used as the basis for many lectures.

The following form was used to standardize observations by Aides:

Child's Name _____ Age _____ Recorder _____

Teacher's Name _____ Date _____

OBSERVATION ROOM REPORT

Language:

Comprehension: (examples of something said to him that he understood)

_____

_____

_____

Expression: (examples of something he said with the stimulus noted)

_____

_____

_____

Work Habits: (note such things as child's attention to the teacher and to his work--how fast he finishes, neatness, etc.)

Lesson: (briefly describe it)

Comments: (how the child reacted to the lesson)

The teaching staff was called together to comment concerning the performance of the Aides. "Mrs. P_____is good with my two-year-old group, but I'm worried about her incorrect grammar."

"You might teach the Aides about value of materials. For example, large pieces of oak tag was thrown away yesterday. I've observed misuse of construction paper too."

Concerns such as these were discussed in a group meeting of the Aides and the Supervisor. Honesty and frankness prevailed from the beginning. Sometimes feelings were hurt, but the Counsellor helped mend them.

These discussions encouraged us to be specific in written instructions. The following sample project illustrates the needed specificity:

Picture Files

You are helping us build our picture file. The pictures are used to teach language concepts and correct speech to children. Some of the children were born with impaired hearing and must learn to wear a hearing aid and lipread in order to learn to talk.

Enclosed is a list and description of the pictures we need.

Directions:

If you will follow these directions, the pictures will fit into our files.

1. Paste one picture on a sheet.

2. Paste the picture on a 9 x 12 inch piece of manila tag board. Please use full sheets. Small pictures may be placed on 3 x 5 inch index cards.

3. Please deliver the pictures to the Secretary's office.

Pictures Needed

Find good, clear pictures to fit the following units:

1. School
2. Clothing
3. Dishes
4. Food
5. Halloween
6. Toys
7. Pets
8. Thanksgiving

9. Christmas
10. Health
11. Valentines
12. Home
13. Yard, Playground
14. Easter
15. Birthday Parties
16. Transportation
17. Zoo
18. Seasons
19. Circus
20. Winter
21. Workers
22. Spring
23. Family Fun
24. Summer
25. Fall
26. Farm
27. Farm and Food
28. Rodeo
29. Safety
30. Weather

Noun pictures are needed. Example: Dishes Unit--a picture of plate, cup, etc. Action pictures are needed. Example: People eating, running, working, etc. Pictures that tell a simple, sequential story. Example, three pictures:
1. Boy buying pumpkin
2. Boy carving pumpkin
3. Jack-o-lantern

Pictures that offer possibilities for questions. Example: Outdoor scene--Who's riding the tricycle? What's flying in the sky? Where's the dog? Is it hot or cold? (Children may have on coats) Pictures that express emotions: Sadness, happiness, anger, fear, etc. Pictures on index cards that are arranged according to beginning sound. Examples: ball, bat, bed, bear, etc.; car comb, cake, etc. Pictures of rhyming words. Examples: fish, dish, bat, cat, rat, mat, etc. Pictures that depict opposites. Examples: night-day, large-small, etc. Pictures that show social perception. Example: Picture of an older child pushing a young child down. What's wrong with this picture?

Hint: Excellent pictures may be found in workbooks for primary grades.

Vocational Training Lectures

At this point in the training, the lectures were becoming more professional in nature so that the paraprofessionals could begin learning more about the children with whom they were working. Vocabulary like "audiogram," "abstract language," which was so common to the staff was baffling to the Aide. In many of the sessions, the lecturers found they were three levels above the Aide, so they would begin all over again...and again.

Examples of Lectures

1. Lecture: Mental Retardation--subaverage intellectual functioning of a general nature which begins during the developmental period and is associated with impairment in adaptive behavior.

   Speaker: psychologist or teacher of the retarded

   Practicum: Observe social and self-help skills of a mentally retarded child

2. Lecture: Multiple-Handicapped Children

   Children have more than one handicap which will interfere with the development of language, learning and motor skills.

   Speaker: teacher of multiple-handicapped class

   Practicum: Observe a class of multiple-handicapped children. List the handicaps of each child.

3. Lecture: Hearing-Impaired Children

   Children who have a sensory deficit severe enough to interfere with normal language development.

   Discussion: Hearing testing

   Audiograms

   Kinds of hearing loss

   Hearing aids

   Lipreading

   Manual language

Speaker: audiologist

Practicum:

1. Assemble and disassemble a hearing aid. Listen through it.
2. Observe a child wearing one and describe his response to sounds.

4. Lecture: Emotionally Disturbed Children

Definition: a) inadequate social perception
b) inappropriate participation in social situations

Include: a) diagnosis
b) remediation

Speaker: psychiatrist or social worker

Practicum: Observe an emotionally disturbed child. Describe three situations where the child behaved inappropriately. What was his response? What would you have expected a "normal" child to do?

5. Lecture: Children with Language and/or Learning Disabilities--subaverage functioning in one or more avenues of language and/or learning.

Speaker: neurologist or teacher

Practicum: Study the test results of a class of children with learning disabilities. Draw their profiles of assets and liabilities.

6. Lecture: Correction of Articulation Errors

Discussion of: a) development of speech sounds in children

b) types of articulation errors

c) correction of articulation errors

Speaker: speech therapist

Practicum: Observe a class of children with speech disorders

7. Lecture: Learning Theories Involving Conditioning Techniques. Reinforcement in successful behavior shaping.

Speaker: psychologist

Practicum: a) Observe a teacher in the classroom. Write down ways she reinforced behavior

b) Observe a hearing test where child is conditioned to turn to a light when he hears the sound

Other Topics:

8. Hearing Aids
9. Visual Impairment
10. Physical Therapy
11. Occupational Therapy
12. Child Growth and Development Norms
13. Assessment of Children with Speech, Hearing and Language Disorders
14. Training Programs for Children with Speech, Hearing and Language Disorders
15. The Curriculum Guide
16. Lesson Planning Using the Curriculum Guide

Sample Schedule for Teacher Aide

8:30 - 9:00	Lecture: Language Goals for Hearing-Impaired Children: Toddler Age
9:00 - 9:45	Observation of a class of above children
9:45 - 10:00	Break
10:00 - 11:00	Baby-sit children for a program where parents receive counselling this hour
11:00 - 12:00	Assist your teacher in the classroom 1. Check roll 2. Serve refreshments
12:00 - 1:00	Lunch
1:00 - 3:00	Preparation of materials under the teacher's guidance
3:00 - 3:30	Work in the materials and equipment room, checking out equipment to teachers
3:30 - 4:00	Break
4:00 - 5:00	Work with your teacher

Assignments of Aides to Teachers

The plan for the next month was to assign one Aide to one teacher for the entire semester. All concerned wanted a voice in who would be chosen to work together. Each teacher was given the following memo:

> Please decide which Aide you would like to have assigned to you for the Spring Semester. Put 1 by your first choice, 2 by your second choice, and 3 by your third choice. Put an X by the name of anyone you would not like to have assigned to you. This information will be confidential.
>
> ____Irma B____
> ____Judy C____
> ____James D___
> ____Johnnie G____
> ____Elouise P____
> ____Mary Helen S____
> ____David V__

Each Aide was given a similar memo:

> Please decide which teacher you would like to be assigned to work with for the Spring Semester. Put 1 by your first choice, 2 by your second choice, and 3 by your third choice. Put an X by the name of anyone you would not enjoy working with. This information will be confidential.
>
> ___ P.T. ____
> ___ K.S. ____
> ___ J.K. ____
> ___ B.B. ____
> ___ M.K. ____
> ___ L.M. ____
> ___ M.B. ____
> ___ G.R. ____
> ___ B.M. ____

From these choices, assignments could be made which were mutually satisfactory.

INSTRUCTIONAL AIDE TRAINEE

The Aides were informed that the three-month training program in which they had participated to this point qualified them for employment as a Teacher Aide. Information concerning school districts which employed Teacher Aides was given to them. The salaries that were paid were not considered adequate by the Aides and they requested further training to qualify as somewhat higher paid Instructional Aides. At this point, the men began to question their wisdom in remaining in the program. The Counsellor secured transfers for them. Later that month, one woman quit to follow her boy friend and another woman quit to return to college as a full-time student. The three who remained after the first three months were quite acceptable to the staff to enter the Instructional Aide Trainee Program. It was felt that they were ready to play a larger role. This was handled in several ways according to each teacher. They

were taught to make lesson plans which was a step up. They were encouraged to express their opinions and initiate more participation with the children. The following form is an example of a lesson plan pattern for an Instructional Aide Trainee:

Lesson Plans

Student Teacher _____ Name of Class _____
Date Taught _____
Hour Taught _____

I. General Objective: Unit_____

II. Goals for the day:

III. Activities to teach each goal:

IV. Your comments on the lesson:

V. Comments for parent conference regarding the lesson:

Teach One Activity

One way lesson planning was taught was to assign a lesson involving a specific activity such as having juice and cookies with the children or using a ball as a means of teaching language concepts. This took a lot of explaining, and a lot of demonstrating. For example, each act of giving out cups, pouring juice, and throwing the cups away was demonstrated. How many different ways can this activity be arranged? How many different phrases can be taught through such a situation? The Aide was even asked to plan three

different lessons in serving juice and cookies, so that the language concepts taught were changed each time. Another time, the assignment might be changed from a specific activity to teaching a specific phrase such as "Give it to Julie." How many different situations and how many different toys could be used to teach a child what that phrase meant? The Aide was constantly being reminded to make a language experience from everything she did in the classroom. If a child had a runny nose, she was to teach him what "wipe your nose" means.

It must be stressed what a tremendous amount of change each of the Trainees was required to make. One of the greatest adjustments was altering their own language pattern. Many of them used grammar and idioms of their culture. No attempt was made to have them change their language outside the classroom; but, while in the classroom, they had to teach language forms that they were learning at the same time. For example, in planning a lesson to teach the phrase "Throw it" the Trainee might tell a child "Johnny, throw the ball," and then after catching the ball, say "Good, you throwed the ball." An assignment was given: take the list of basic phrases which are taught to the hearing-impaired toddlers and put them into the past tense. It was necessary to rehearse specific verb forms prior to teaching a lesson. To assist in this matter, the Counsellor taught and held practice sessions with the Trainees.

One teacher reported that her Trainee was so afraid of making a mistake that she memorized her lesson and it sounded unnatural. She had to be assured an occasional mistake could be tolerated.

From this point on, most of the progress took place. The Trainees felt that their responsibilities would be more specific since they would

continue with one teacher and one schedule of classes. Much more enthusiasm and initiative was seen when the goals were more clearly defined. They could be heard sharing new ideas for materials. Most of the teachers felt that they could better perform jobs for which they were profeasionally trained by having Trainees to relieve them of the more minor aspects of their work. If a teacher was ill, instead of cancelling classes for that day, the Trainee could take over temporarily.

Emergence of a Master Teacher Facilitator

Rather suddenly, one Friday morning, a new teacher, who was to begin teaching on Monday, informed the Director that she would be unable to fulfill her commitment. A quick decision had to be made. Should the parents of the fifteen children scheduled for those morning classes be told that they would be placed on a waiting list when they had previously been enrolled in our program? Or should our Aides be given a chance to teach these classes everyday? The decision was made. Instead of teaching three classes, one teacher was asked to supervise two Instructional Aide Trainees with each Trainee having three classes during the morning. This would mean supervising six classes, two at a time, of hearing-impaired one, two and three year olds, taught by the Trainees. The teacher, Mrs. Marty Buck, accepted the challenge. The rest of the story in her words:

> Fortunately, the physical facilities were quite conducive to this situation. Between each two classrooms is a storage closet connecting the rooms from the inside. From the outside hall is an entrance to an observation room, accessible to both classrooms. Each of the two Trainees now would have her own classroom to teach three successive classes. I was able to go back and forth between the two rooms from the inside without disturbing the children. So, instead of teaching fifteen children myself, I was supervising two assistants, teaching thirty children.

I began preparation of my Trainees by reviewing the children's folders, discussing appropriate language goals, and making lesson plans in advance. Before classes began, all parents were informed of how this new situation would be handled. I would still teach the classes for parent observations and would continue to conduct the weekly group conferences. Since this abrupt change was premature, it was not known whether it would be successful. Of the thirty parents, only two objected, their reason being, "Many Negroes use poor English." Of course, their only choice was to leave the program, which incidentally, they did not.

The first few months were hectic and overwhelming for the two Trainees; however, it was amazing how well and how quickly they were able to assume their new roles. The most difficult matter was that of writing out lesson plans. They could not be asked to turn in weekly plans when it was all they could do to plan one day in advance. Each class was discussed daily so that lesson plans were turned in for correction before the next day. Surprisingly enough, the nonstandard English which they used when talking with me disappeared when they entered the classroom.

I conducted parent conferences, thus bridging the gap between parents and Trainees. Every other week the Trainees attended conferences with me and slowly began to relate to the parents in quite a professional manner. Because of many parents' concerns over whether their children were receiving the proper training, they were allowed to observe the Trainees teaching their children when I felt the time was right. There was not one complaint, but many compliments on how beautifully the Trainees controlled the class, taught language concepts and related to the children. Although these two Trainees stepped in before we had planned, they demonstrated to our professional staff how much they had to offer if given the opportunity.

Later in the semester Mrs. Buck was offered a choice of hiring another teacher or continuing with her Trainees. She continued with the Trainees.

Staff Evaluates Trainees

The New Careers office and the Trainees began clamoring for written evaluations of the Trainees. Teachers were asked to submit further suggestions for the lecture program and each was given the following evaluation to complete about her Trainee:

Instructional Aide Trainee Evaluation

Trainee _____
Length of time at HSHC _____ Class Observed _____
Observer _____ Date Observed _____

I. IN THE CLASSROOM

A. Lesson Plan

1. General goals	A	B	C	D	F
2. Specific goals	A	B	C	D	F
3. Held students' interest	A	B	C	D	F
4. Adherence to the time schedule	A	B	C	D	F

B. Relationship with Students

1. Rapport with the class	A	B	C	D	F
2. Handles class as a group	A	B	C	D	F
3. Insight into problems of individual students within the group	A	B	C	D	F
4. Insight into expectations for the student's age level	A	B	C	D	F

C. Use of Materials

1. Materials appropriate to goals of the lesson	A	B	C	D	F
2. Materials appropriate to age of students	A	B	C	D	F
3. Handling of materials	A	B	C	D	F

D. Personal Characteristics

1. Neat and appropriate dress	A	B	C	D	F
2. Uses appropriate speech, language and voice	A	B	C	D	F
3. Amount of talking in the classroom is appropriate	A	B	C	D	F
4. Appears to genuinely like her students	A	B	C	D	F

E. The Room

1. Appropriate seating of students	A	B	C	D	F
2. Appropriate seating of teacher	A	B	C	D	F
3. Adequate light in room	A	B	C	D	F
4. Neat room	A	B	C	D	F

II. RELATIONSHIP WITH THE SUPERVISING TEACHER

A. Demonstrates knowledge of problems of individual students	A	B	C	D	F
B. Demonstrates knowledge of the program as a whole (knows the curriculum guide)	A	B	C	D	F

C. Demonstrates knowledge of specific goals of class level observed	A	B	C	D	F
D. Rapport with supervising teacher	A	B	C	D	F
E. Accepted constructive criticism of supervising teacher and adjusted her program accordingly	A	B	C	D	F
F. Record keeping	A	B	C	D	F
G. Written reports	A	B	C	D	F

III. COMMENTS:

IV. SUPERVISOR'S COMMENTS:

Training Program Evaluation

The Trainees wanted to be "graded." They needed a concrete measure of how the staff felt they were doing. In turn, the Trainees completed an evaluation and a self-evaluation. The Supervisor met individually with each of them to discuss their strong and weak areas. Surprisingly enough, their self-evaluations and the teacher evaluations were very similar. This evaluation period proved quite effective in motivating the Aides. An example is:

Training Program Evaluation

Name of Trainee _____
Date _____
Department assigned to _____ Staff members assigned to _____
Please list any suggestions you may have which you feel will enable the HSHC staff and New Careers staff to work together more successfully:

What topics do you feel we need to cover in lectures to your group in the next few months?

Do you want to continue in the program at HSHC? _____
Please make any comments about your future with the HSHC as you view it now.

Please fill in the enclosed evaluation about yourself. We will also fill in one for you and have a conference very shortly as to the results.

Ground Rules

The following memo illustrates the continued need for specific problems to be discussed in weekly conferences and followed up by written reminders. The teacher had just as much trouble learning to live with another person in her room at all times as the Trainee had in trying to be helpful but not too helpful. The training of teachers to use Aides cannot be overlooked in the training of Aides.

To: New Careers Personnel
From: Supervisor
Date: _____

Now that each of you has been assigned to a teacher staff member as her "assistant," we need to set down some ground rules.

1. Fridays from 3:30-4:00 will be set aside on my calendar as New Career meeting time in room 124. We can answer questions you have at that time each week as well as give you additional information which will make your work more valuable. You may bring your coffee with you to this meeting. Turn in, in writing, anything that you would like discussed at these meetings. We will meet each Friday.

2. You are due on the job in whatever room your teacher assigns at 8:30. Please sign the roll book before going to your assignment. The master key is in the hostess' desk drawer.

3. You are expected to remain on the job until 12:00, return at 1:00, and remain on the job from 3:30 until 5:00. Your New Careers Counsellor wants to meet with you from 1:00 until 3:00 on Monday, Tuesday, Thursday, and Friday for basic education. You have a coffee break from 3:00 until 3:30 only.

4. Room 115 is assigned to Miss P_____ and her assistant only. It is not to be used by anyone else until 1:00 when your Counsellor is with you. It is to be vacated at 3:00. It is not to be used as a smoking room or coffee room in the period following your session with Mrs. G_____. Do not bother any of the hearing readiness equipment unless Miss P_____ tells you to.

5. Read the newspaper only in the lounge on your lunch hour.

6. Attend the Monday staff meeting 12:15-1:00. Please be prompt in coming to the meeting.

7. If you are ill, please call and leave a message for me and your teacher. There will be no excuses for failing to do this (short of checking into the hospital unconscious!!)

8. If you wish an individual conference with me, please make an appointment through my secretary. If you just want to ask a quick question, stop me anytime.

Vocational Training

After the sixth month the basic education time was cut to two days a week. This enabled the Trainees to work with afternoon classes for three afternoons a week. They were pleased.

Vocational training lectures from this point to graduation consisted of: 1) Visitations to other agencies such as Lighthouse for the Blind, Cleft Palate Team, State School for the Retarded

2) Listening to guest speakers

3) Conferences with the Supervisor where attention might be given to a particular aspect of the program.

They enjoyed giving definitions of professional words which was found to be an easy assignment to grade. Their need for grading remained high. If their definitions revealed misinformation, this was pursued in the next meeting. Examples of words to be defined: Teacher Aide, Instructional Aide, Language Articulation, Opaque Projector, Audiogram.

Trainees Attend College

During the summer months, one Trainee had to be hospitalized. The two who worked with Mrs. Buck continued with her. Their basic education was transferred from the Counsellor to the classroom at the local junior college for remedial English, speech and psychology. Their grades were satisfactory.

Second Year of Training

The second year the training program was financed by one-half salary from New Careers and one-half salary from the Center. The Trainees were provided the same sick leave (two weeks) and the same vacation (one month) enjoyed by the professional staff. Each of the three Trainees was assigned a full day of classes and a room of her own. One Trainee who was exceptionally reliable was assigned to work in a classroom in another building. Each Trainee

was directly responsible to the Supervisor for lesson plans which she turned in a week in advance. Parent conferences were held by the Supervisor. Decisions requiring judgment based on past experiences, such as the need for a new ear insert or hearing reassessment were made by the Supervisor; but the Trainee taught the children daily. As the year progressed it was observed that parents were displaying confidence in the Trainees by asking the Trainees more and more specific questions.

Sample Schedule for Instructional Aide Trainee

Under the direct supervision of the Supervisor or teacher.

Daily Activities:

1. Arrive at 8:30 to lay out materials
2. Teach classes from 8:50 - 12:00
3. One 20-minute break between classes for conference with teacher

Weekly Activities:

1. Attend individual parent conference with Supervisor in both classes once a week
2. Attend group parent conference with Supervisor in both classes once a week
3. Lunch
4. Attend two classes at Texas Southern University in basic skills twice a week
5. Meet with New Careers Counsellor once a week
6. Meet with training staff once a week
7. Work in library two days a week
8. Work on files two days a week
9. Write lesson plans three days a week and gather material
10. Have at least a weekly conference with Supervisor

Occasionally:

1. Check out master folders when child is dismissed or changed to another class
2. Write report after each semester
3. Write notes on children in class for folders
4. Make stencils and patterns
5. Clean storage closets
6. Talk with other staff members about lesson plans
7. Fill out reassessment cards periodically
8. Compile home training hints for parents

Assignments:

New Careers provided tuition money for the Trainees to attend night classes and Saturday morning classes at the local college. Later, this proved to be too much of a load since each Trainee had a family to provide for in the evening.

The Trainees were each asked to plan a presentation for the entire staff. One chose to discuss the children in her youngest class; one gave a report on attending her first national convention; one demonstrated how she used several new toys with her classes.

The Trainees continued to report to the Supervisor for at least a weekly session devoted to further training. The value of field trips and how to make plans for one was the subject of one such discussion. The following written assignment was turned in on a typical in-service training day:

Planning Field Trips

To: Trainee
From: Supervisor

Please list what you have learned about going on field trips.

1. Field trips are a source of stimulation to the child as well as to the teacher. (It gives her more in which to plan her lessons around.)

2. They are good for obtaining good spontaneous language samples.

3. They give the child new things to become curious about.

4. It brings on an awareness in the child of his environment.

5. Gives the child new things to talk and ask questions about.

6. By taking one or two parents each time it gives them a chance to see how they can use their surroundings as a teaching aide.

Supervisor Observes

Regular weekly observations of the Trainee teaching a class were made by the Supervisor. Discussion with the Trainee following class included comments and suggestions such as the following:

Why did you turn the lights off and proceed to talk?
Remember that hearing-impaired children need to see your face.

Your voice was too loud.

Instead of saying "no fighting" it is best to be positive by saying "put your hands down."

Remember Mary Ellen's mother has requested that we call her by her full name not "Mary."

Your children are too young to recognize their names. Put a different seal on each chair. They can remember that better.

You had all the fun again! Let the children put the money in the cash register.

Remember to pay attention to Martin. You tend to ignore him.

Do not bend over the hearing-impaired child. Stoop in front of him so he can see your face.

Give children more chances to talk. You talk less.

If they don't know the answer, offer a choice.

When leaving the class, you can control their tendency to run if you lead the line.

Graduation

Two years had passed. A party was given for them by the staff one afternoon. Several of the New Careers personnel attended and awarded them a diploma. Keys to the building were given to them and name plates for their doors. They received their first pay check with their raise to the level of Instructional Aide.

Their duties were to teach classes for a full day under the direct supervision of the Supervisor.

Schedule for the Instructional Aide

Daily Schedule:

1. Teach classes 8:50 - 12:30 and 1:00 - 3:00
2. Lunch 12:00 - 1:00
3. Preparation for next day 3:00-3:30

Under the direction of the Supervisor:

Goals: Develop language and learning skills of each child to the highest level commensurate with his ability at that time

1. Lesson preparation includes:
   a) Reviewing materials from various sources to find suitable and interesting techniques that can be adapted to the classroom
   b) Prepare motivational materials that will be of interest to specific classes
   c) Shop for materials that can be inexpensively duplicated for classroom use
   d) Provide room arrangement and environment conducive to learning
   e) Consult with supervisor as to suitability of lesson plans
2. Prepare for holding some parent conferences and observations on a group and individual basis:
   a) Develop lecture material for parents
   b) Locate information or find a consultant to answer parents' specific questions or requests for more information concerning child growth and development, behavior, discipline, etc.
   c) Analyze attitudes of parents toward their child as well as their capability in grasping principles of language development
3. Record keeping:
   a) Entries in master and teacher folders

b) Registration information

c) Dates for reassessments of language, speech, hearing

d) Attendance and roll books

e) Appointment schedules

4. Make careful appraisal of children's abilities and liabilities at periodic intervals during the semester for report writing

5. Schedule and make arrangements for tours and field trips

6. Provide material for volunteer Aides

7. Attend and participate in staff in-service training programs

Parent Conferences

A booklet of information which could be used as a reference for parent conferences was given to the Instructional Aides. They conducted one-half of the parent conferences with the Supervisor conducting the other half. Some of the titles listed in their booklet:

Reference Book for Instructional Aides

1. General outline of program at the school
2. Child growth and development data
3. Terminology or definition of terms
4. Sample lesson plans
5. Teaching speech sounds to children
6. Correction of articulation errors (development of sounds, types of errors, correction of errors)
7. Parent Evaluation Sheet
8. Communication Chart Word List - Reading Series Word Lists
9. Cumulative Record Sheet and how to use it

10. Science concepts and understandings which preschool children will be asking about-- for example: characteristics of insects, fact about living vs. nonliving things

11. Phrase list to be taught to beginners

12. Hearing aid care

Conducting parent conferences which were informative was the hardest part of the program to teach them. The following is an example of a conference for parents which they were given:

Group Conference of Parents

Needs of Children

Security has nothing to do with the possession of money or "things," with social position, or property. Any interested parent can provide his child with security. And a secure child--like a flower in the sun--grows better.

1. PRAISE: You are the mirror in which your child sees himself. The little balance sheet below can give you an idea of the kind of picture you are reflecting back to him. For one day try checking the times you say each of the following things--or their equivalent.

	Times per day			
No! Stop it.				Go ahead. You can do it.
Don't do that.				You did that very well.
You're a bad boy.				You're my good boy.

If you don't want your child to grow up thinking he is indeed a "bad boy" who can't do anything right, then you must strike a balance. While we admit that every child must be stopped from doing many things, yet we stress that he also needs to be praised. Shame and sarcasm are cruel weapons to use against a child--and should never be employed.

2. AFFECTION. Affection is a funny thing--you can't buy it or sell it--it must be given away or it loses its meaning. Some parents try to buy their children's obedience with their affection. Some children try to sell their affection

in return for the license to do whatever they please. In both cases affection loses its meaning.

Every child needs at least one person who loves him even though he's not always good or neat or well mannered. A person who loves him just because he's Johnny.

3. CONSISTENCY. Consistency is required to build up faith in the first two. Our whole relationship with others depends on consistency. We are not afraid to go to sleep at night because we have faith in the police and fire departments. We buy winter clothes in the fall because we know that it will get cold in winter. We are not afraid to criticize the government in this country because we have faith that we will not go to jail. Your child cannot develop any faith in the outside world if you do not prove to him that his small world at home can be depended upon. He needs to learn that his punishments depend on his "crimes" not on the state of your digestion. He needs to learn that your word can be depended upon. If you say you are taking him shopping--then that's where you go--not to the doctor for a shot. If you spank him on Friday for crossing the street, then on Saturday you don't just shrug your shoulders and tell him to get a cookie. Keep enough routine in his life that your child learns what to expect from his world.

Supervisor Continues to Observe Classes

The Supervisor continued routine observations of the Aides teaching their classes. Note the growth in the following observations which was written to use as a sample of good teaching. The Aide is referred to as "teacher.". She has a volunteer in the classroom as her Aide.

Sample Observation of a Preacademic Class

Teacher: _____
Observer: _____

Class: Beginning Language (Ages 3-4 years)
Time: 9:00-10:00

Mothers waited at the door with the children. At 9:00 the teacher appeared and escorted the children down the hall. They came into the room and went immediately to the chairs by the blackboard, which were arranged in a semicircle.

1. Show and Tell. Discussed objects brought by two children: cotton bale (miniature) and book. One was "hard," one was "soft."

2. Brief discussion of day and weather.

3. Flannelboard. Made from outing which covers a piece of plyboard. The parts of a boy were cut out of felt and applied a piece at a time as teacher asked for each. (Comprehension: "find the leg." Child does this and puts it on flannelboard.)

4. Clothing. Moved to a table. Used paper dolls (2 sets) which were pre-cut for matching. (Talked about wearing these clothes in cold weather, hot weather, etc. and have them match clothes to the picture as teacher talked). Teacher had "Little Suzy" and child had "Big Suzy". Teacher dressed her doll and child dressed hers by matching. "They are dressed alike." As they dressed them, the children named the clothes. Teacher told where they might wear it: "to bed", "to the beach". "What color is her dress?" was asked about each. Next she told story, "It is cold. She needs long pants to keep her legs warm. What would she wear?"
   (a) One step further would be to hide the doll and describe what she is wearing, then let the child try to find matching one without seeing the teacher's.
   (b) Then she could have let a child be the teacher to encourage sentences from him.

5. Clothing Store. Clothes from home were on a rack (the chart rack with clothes hung on hangers). The children moved again to chairs at the front of the room. The storeman used the cash register. One child was the mother, wearing mother's hat and carrying a purse. Teacher had a handful of money. Told the "father", "Take a nickel", "Take a dime", "Take two pennies". They discussed the items which were for sale. "Where do you wear socks?" was answered as a group. The "mother" was instructed to buy a "dress and nightgown". She told it to the storeman, (auditory memory and repetition of a sentence). The teacher whispered to the storeman, "It costs one nickel". The storeman told the father "One nickel please." Storeman sacked the purchases and said "Thank you. Come back" after teacher so prompted him. (The teacher had remembered to include items of clothing such as belt, mittens, ear muffs, nightgown, rain coat, slip, etc. that we so often forget.)

6. Wash Hands. Leader went to the door to call the children one at a time to line up behind her. When she couldn't

remember a name, the teacher offered a choice, "Ken or Alvin?" They went with the Aide down the hall to go to the restroom and wash their hands. Each went to the boy's or the girl's restroom without an Aide along. The Aide stood in the hall and waited for them to return.

7. Refreshments. They returned in five minutes and sat at a round table which was set with place mats that they had previously made. The teacher sat at the table helping the hostess count cups for the children. The Aide opened juice, arranged cookies on a tray, and poured juice. Teacher told the hostess to say, "Do you want a square cookie or a long cookie?" She told the child to say "I want a long cookie." They folded hands and repeated this prayer together: "God is great. God is good. Let us thank Him for our food." To get seconds, child used good manners, asked the hostess, "May I have another cookie?"

8. Candy Store. The children went to the candy store and purchased different colored lollipops which they had pasted together a previous day. Each child had a penny and asked the storeman for a "green lollipop," etc. The storeman had to choose the correct one to give him.

9. Time to Go Home. The teacher said, "Get your coats" and each went to the closet for his own coat and put it on alone as well as he could. The line leader called them from their chairs one at a time to walk down the hall. The Aide walked them to the door where their mothers were waiting.

Comments:

Room and Materials

The room was beautifully decorated with the materials needed for three classes on shelves, on chart racks and on the tables. The materials the teacher used were simple ones brought in by children or those found in any classroom.

Teacher

The teacher controlled the activities and the movements of the children. They listened and performed as a group. There was time for an occasional hug for each child, but at the same time she worked fast to avoid loss of interest. No child was chastised throughout the entire session by a word, action, or facial expression. School appeared to be fun.

Aide

The Aide helped when she was needed, but "melted into the background" to work on materials when she was no longer needed.

Lesson Plan

The lesson plan was full and interesting to her children. She shifted activities often enough to maintain their attention. The unit they were working on was clothing and body parts. Specific goals were:

a) vocabulary, both comprehension and use of clothing words

b) appropriate sentence structure

c) spatial relationships between body parts

d) rote counting 1-6 and number concepts to 2

e) appropriate group behavior

f) auditory memory for two commands

g) self-help skills concerned with dressing, buttoning, washing hands

h) likenesses and differences

i) relationships between big and little objects

j) incidental learning such as children's names, the weather, use of good manners while eating, school rules--walking in the hall instead of running, etc.

Aides Demand Individuality

Shortly after graduation, the three Trainees complained to the Supervisor that they were tired of being referred to as "the New Careers girls." They wanted to be thought of as individuals just like the rest of the staff. It was criticism that was well deserved. More attention was given to looking at them individually. The Committee asked them to answer questions to gain insight into how they viewed themselves. The one which follows was gratifying both in improvements in written skills and in content.

Memo

Please answer this alone and do not let anyone else read your paper.

If we had visitors from our Accreditation Board, what would your answers be to these questions:

1. What is the title of your job?

   "I am an Instructional Aide."

2. What are the duties of your job?

   "The duties of my job consist of the following things:

   A. I handle three classes each day under the direct supervision of Mrs. R_____."

3. Describe what you do each day.

   "A. I write lesson plans and make materials for three classes.

   B. I clean my room, keeping it neat.

   C. I pick the children up and return them to their parents in the waiting room.

   D. Schedule

8:30 - 8:50	Preparation for the day Laying out materials to be used
8:50 - 9:40	I work with a preacademic hearing-impaired class, level I, using basic phrases
10:00 - 12:00	I work in class with a class of preacademic hearing-impaired children, level IV, doing specified activities
12:00 - 1:00	Lunch
1:00 - 3:00	I work in class with a class of pre-academic normal-hearing children doing specified activities
3:00 - 3:30	A. Check out master folders B. Clean desk C. Put away materials no longer needed D. Check closet for material and toys needed "

4. Describe the things you do every once in a while.

"A. Attend staff meetings on Wednesday of each week

B. Attend special lectures

C. Send in reassessment cards

D. The preparation filling out of reassessment cards on children who are due language or hearing reassessments

E. Check out master folders and write on the C.S.S. when child enters or drops from the class

F. I decorate the showcase one month of the year

G. Meet with my supervisor to discuss lesson plans and classes"

5. Who is your immediate Supervisor?

"My immediate Supervisor is Mrs. Anne R____, my Supervisor."

6. What is your relationship with that person?

"I have a good relationship with my Supervisor because I am able to confront her when there is a need for advice. I can accept criticism from her and I can always go to her for hints on what I need help with."

7. What is the future of your job? What will you be doing 5 years from now?

"I can't truthfully say just what the future of my job is. This is a new job and there is definite need for this kind of job and I hope it will used in other centers.

It is hard to say what I will be doing five years from now, but I hope I am affiliated in some way with the Houston Speech and Hearing Center."

8. What will you be doing in the future to better yourself educationally?

"In the future when time and money is not a problem I would like to back to college and work toward a degree."

9. Are you pleased with your position on the HSHC staff? Give any details which will clarify your answer.

> "Yes, I am very pleased at present with my position on the staff, because I think the working conditions are good and I think that for once in my life I can really feel that I am really doing something to help somebody."

CONCLUSION

Our staff is convinced of the worth of trained nonprofessional personnel and they will be a permanent part of the Center. The obstacles that have been encountered in training these persons were due to problems in re-education of persons from the "target areas" and integrating them into a professional staff. New Careers provided the necessary funds to prove an idea: that nonprofessional personnel can be trained and utilized in an Early Childhood Education Center.

In spite of the seamingly insurmountable problems which have been discussed, three excellent Instructional Aides were trained.

VITA

Mrs. Anne Rister, M.Ed.

EDUCATIONAL BACKGROUND:

B.A. University of Texas	1948
Graduate study in Education University of Syracuse (summer)	1953
M.A. University of Houston	1954

PROFESSIONAL EXPERIENCE:

Aldine Independent School District Aldine, Texas	1948 -- 1949	Teacher primary grades
Spring Branch Independent School District, Spring Branch, Texas	1949 -- 1950	" " "
Victoria Independent School District Victoria, Texas	1950 -- 1951	" " "
Pasadena Independent School District Pasadena, Texas	1951 -- 1952	Teacher Spanish-speaking children
Pasadena Preschool Deaf Program	1952 -- 1956	Teacher
Houston Speech and Hearing Center	1954 -- 1956	Audiologist
	1956 -- 1957	Teacher-clinician
Corpus Christi Independent School District	1957 -- 1960	Teacher of the Deaf
Houston Speech and Hearing Center	1960 -- 1961	Teacher-clinician
" " " " "	1963 --	Supervisor, Children and Adults Training Division
" " " " "	1968 --	Supervisor Supportive Personnel (New Careers) and Training Program

PROFESSIONAL SOCIETIES:

American Speech and Hearing Association
Texas Speech and Hearing Association
- Secretary 1957
- Co-chairman, Liaison Committee 1968

CLINICAL CERTIFICATION:

American Speech and Hearing Association
Certificate of Clinical Competence in Audiology

Texas Education Agency
- Life - Elementary Teacher
- Life - Teacher of Hearing Impaired

CONSULTANTSHIPS:

1964-66 Cypress Fairbanks, Texas ISD, Consultant to teachers of hard-of-hearing children

1966-69 Consultant to Pasadena ISD, Preacademic Program

SHORT COURSES CONDUCTED:

1966 Staff member, one week workshop - sponsored by Texas Education Agency for teachers of the "Preschool Deaf Programs"

1967 One day workshop on "Language Disorders: An Eclectic Approach to Assessment and Training of Children" - presented with Dr. Tina Bangs, Regional Chapter, C.E.C., Galveston, Texas

1967 Staff member, one week workshop on "Diagnosis and Treatment of Language Disorders." Assigned topic, "A Public School Program for Children with Learning Disabilities." Northwestern State College, Natchitoches, Louisiana

1968 One day workshop on "Assessment of Children with Speech and Language Disorders," Pasadena, Texas, ISD, Speech Therapists

1968 Staff member, one week short course for visiting graduate students from Louisiana and Texas on teaching preschool children with language and/or learning disabilities, Houston Speech and Hearing Center

1969 Staff member, one day workshop on "Planning for Early Childhood Education Program for Texas," presented to Region IV Educational Service Center and Texas Education Agency Consultants

1969 Staff member, three day workshop for staff members of the Speech Clinic at St. Justine Hospital, Montreal, Canada, on "Habilitation for Rubella Children," at Houston Speech and Hearing Center

PARTICIPANT:

1965 Region VII Conference on Audiology and Education of the Deaf, Dallas, Texas

1966 State Legislative Council Hearings on Services for the Deaf in Texas, Houston, Texas

1967 Study and planning by a committee of consultants to Texas Education Agency for education of the multiply handicapped child, Austin, Texas

1968 Southern states workshop on early childhood education, Daytona Beach, Florida

1968 Seminar on "The Multiply Handicapped Child," conducted by the Texas Education Agency, Austin, Texas

1969 Advisory Council on Education Service Center, Region IV, "Shift of Emphasis from Medical to Educational Model"

PUBLICATIONS:

1965 Contributor to Communication Charts published by Houston Speech and Hearing Center.

1969 (pending) "New Careers - A Program for Training Supportive Personnel in a Speech and Hearing Center." American Speech and Hearing Center Journal.

1969 Bangs, T. E. and Rister, A., "Efficiency in Report Writing," Journal of National Association, Hearing and Speech Agencies, May-June 1969.

ADDENDUM

1969 Participant member Education Technical Advisory Committee, Model Cities, Houston, Texas.

Short Courses Attended:

1969 Twelve session course in "Family Counselling" with Alene Del Valle at Family Service Center, Houston, Texas.

1969 Two day short course in "Parent Counselling for Handicapped Children" with Winifred Northcott from Minnesota Department of Education, held in Houston, Texas.

1969 Three day workshop "Piaget Concepts," sponsored by Texas Education Agency, Fort Worth, Texas.

Lectures Given:

1969 "Curriculum for the Readiness Level of Preacademic Program." Staff of Richmond State School, Richmond, Texas.

1969 "Employment in a Speech and Hearing Center." Students from Lamar State College of Technology, Houston, Texas.

1969 "Classes for Preschool Handicapped Children." Altrusa Club, Houston, Texas.

1969 "Educating the Hearing Impaired." United Fund dinner, Executive Club, Houston, Texas.

1969 "Role of a Community Speech and Hearing Center." PEO group, Houston, Texas.

1967 "Children with Language Disorders." Houston Baptist College students majoring in Speech, Houston, Texas.

1967 "Some Behavior Problems May Stem from Hearing and Language Disorders." Elementary Counselors, Houston Independent School District.

1967 "Language Disorders - An Approach to Assessment and Training of Children." Texas Social Welfare Association, State Convention, Galveston, Texas.

1967 "A Training Program for Two Children Who Were Severely Language Delayed." National Convention, Houston, Association of Hearing and Speech Agencies.

1968 "Organization of a Rehabilitation and Habilitation Program for Children with Speech, Hearing and Language Disorders in a Community Center." Sunnyside Speech and Hearing Center, Port Arthur, Texas, Houston."

1968 "Recognizing Children with Speech, Hearing and Language Problems." To Baylor College of Medicine students.

1968 "Role of a Speech and Hearing Center in the Community." University of Houston.

1968 "Organization of Preacademic Programs in Public Schools." For the Education Service Center Personnel in Region IV and Region I, Houston.

1968 "History of the Preacademic Program in Pasadena Independent School District." To the Special Education Department in Pasadena Independent School District."

1968 "A Training Program for Children with Language Disorders." Regional Meeting, American Association for Mental Deficiency, Houston.

1968 "New Careers--The Use of Supportive Personnel in a Speech and Hearing Center." ASHA Convention, Denver, Colorado.

1969 "Remediation for Children with Language Disorders." Workshop held by County Superintendent in Decatur, Georgia.

1969 "Remediating Techniques." Conference sponsored by Educational Service Center, Region IV for teachers from Aldine,Alief, Cypress-Fairbanks and Spring Branch Independent School Districts.

LECTURES:

1957 "A Class for Preschool Brain Injured Language Retarded Children." American Speech and Hearing Association, Cincinnati, Ohio.

1958 "A Discussion of Some of the Problems Encountered in the Integration of Deaf and Hard-of-Hearing Children into a Regular Classroom." American Speech and Hearing Association Convention, New York.

1960 "The Role of the Speech Therapist in the Education of the Hard-of-Hearing Child." Texas Speech and Hearing Association Convention.

1961 "The Use of Non-Oral Reading Series in a Classroom for Children with Hearing Impairment." Texas Speech and Hearing Association Convention, Austin, Texas.

1964 "Readiness Class for Aphasoid Children." Southern Speech Association Convention.

1964 "Teaching Communication Skills." Texas Association for Retarded Children Convention, Houston, Texas.

1966 Guest Lecturer for four lectures on Rehabilitation and Habilitation in Community Speech and Hearing Centers, University of Texas.

1966 "Recognizing Speech, Hearing and Language Disorders." Regional Association for Education of Young Children, Houston, Texas.

1966 "Teaching Children with Hearing Impairment." University of Houston students majoring in Deaf Education, Houston, Texas.

1966 "The Role of a Speech and Hearing Center in the Community." University of Texas graduate students majoring in Speech Pathology, Houston, Texas.

1966 "Identification of Children with Language Disorders." University of Houston graduate students majoring in Psychology, Houston, Texas.

1966 "Curriculum Development." To Special Education Department, LaPorte, Texas Independent School District, Houston, Texas.

1966 "Young Children with Speech, Hearing and Language Disorders as Opposed to Normal Growth and Development Scales." University of Houston students majoring in Early Childhood Education.

1966-67 "How to Identify Children with Hearing and Language Disorders." To Headstart teachers, Texas Southern University, Houston, Texas.

1967 "Identification of Children with Language Disorders in the Classroom." Anuahac Teachers Association, Anuahac, Texas.